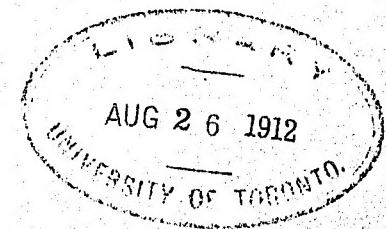
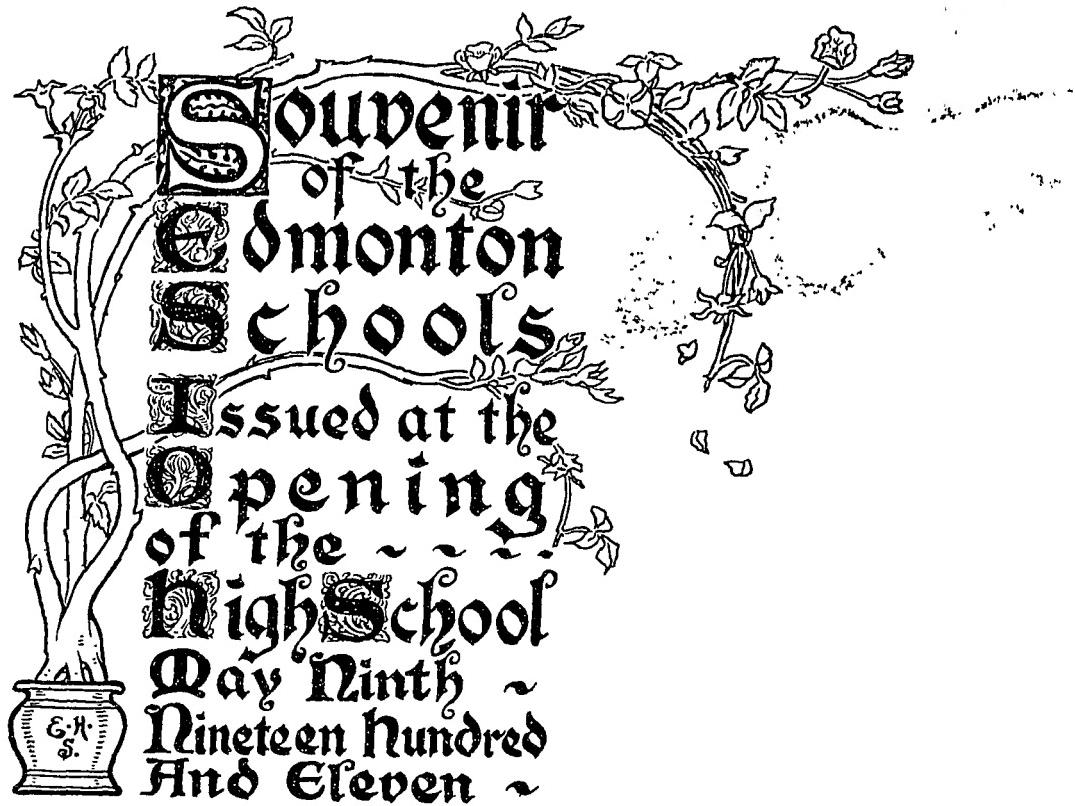
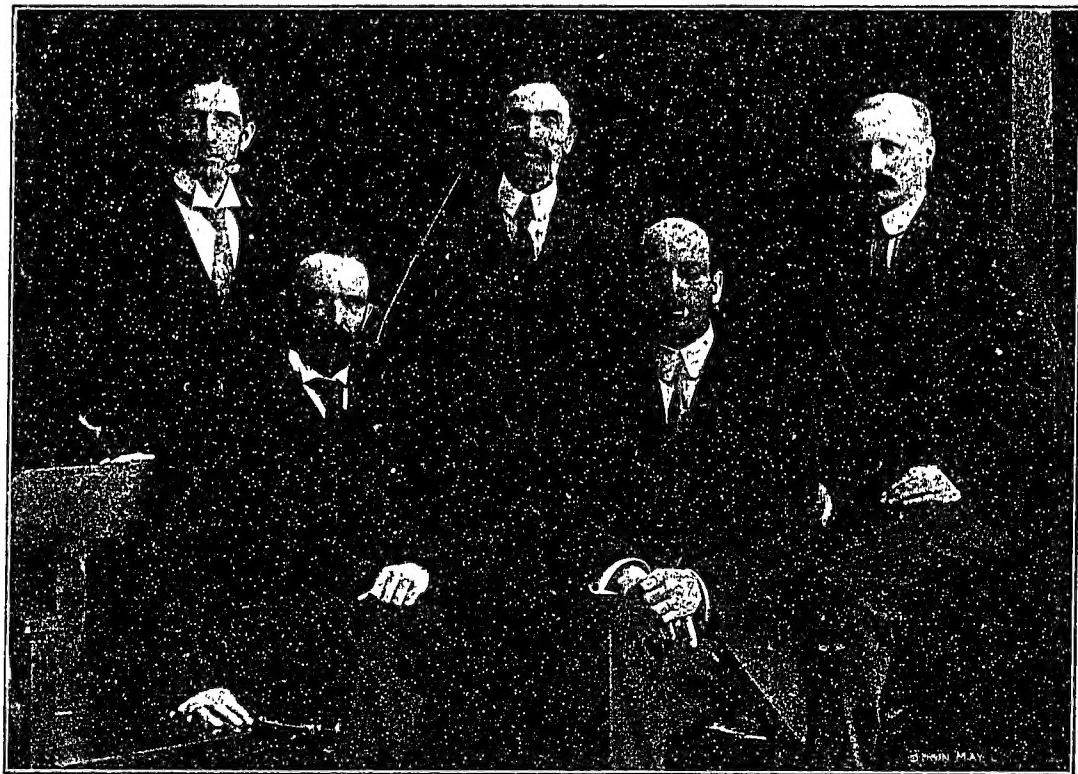


Pamph.
Educat.
Hist.
S.

Souvenir
of the
Edmonton
Schools
Issued at the
Opening
of the ~ ~ ~
High School
May Ninth ~
Nineteen Hundred
And Eleven ~







S. A. Gordon Barnes
W. H. Clark, *Chairman*

P. E. Butchart

A. T. Cushing

W. Ramsey

BOARD OF SCHOOL TRUSTEES, 1911.

The Edmonton Schools



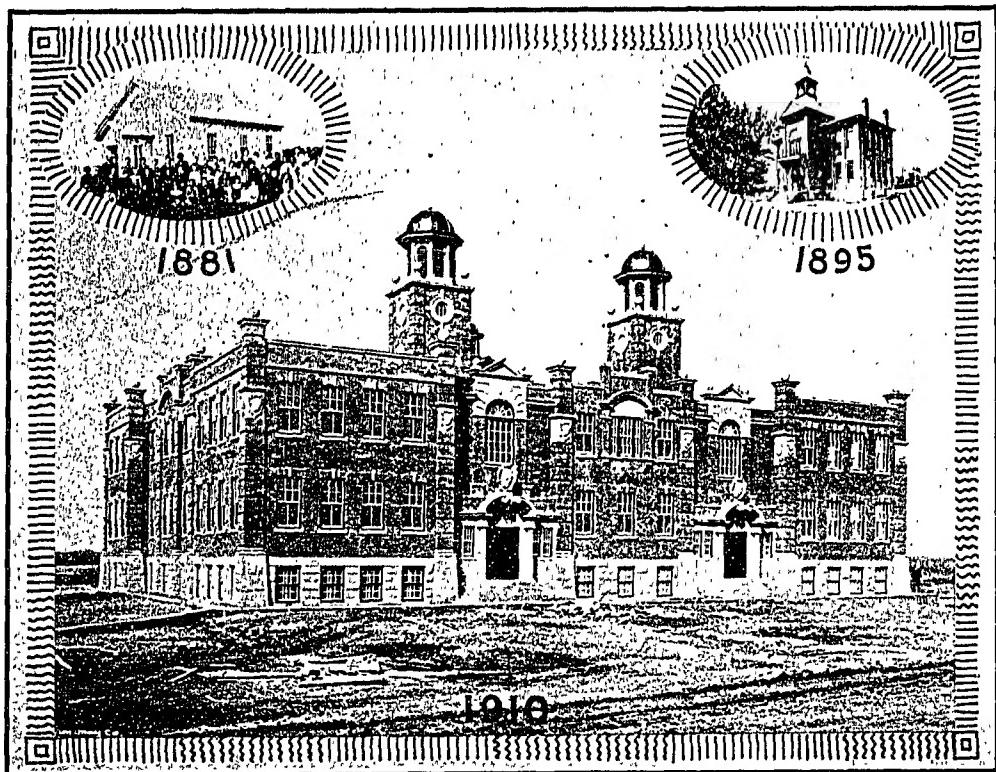
NE of the chief occupations of the people of Edmonton is education—at least nearly everybody is occupied with it. In times and places far away and near people have been in the habit of sending their children to school often with clean pinnies on and with their hair properly brushed and have had confidence to help out the work of the teacher at long range in checking the habit in children of entertaining the wrong kind of proposition. Some have even gone so far as to meet the teacher and look kindly on his peculiarities. Others again who have a dab for home politics and a right regard for the sacredness of institutions have stood for the old school house against the new one all made of glass on one side and with the new fangled machine for driving fresh air all over the building. Many of them have never heard of John Hampden but have resisted the payment of new taxes with the fortitude that belongs to the good old days.

When people take up education as an occupation, especially a people who take themselves seriously in all things, the old order crumbles away. The school master himself upsets all our regular notions and now is just like one of us. He looks just the same, dresses just the same, he seems to have some business instinct and it doesn't really seem to spoil him for the work of showing the boy what the world has already done. Some go so far as to say that he is even a better school master on account of these things and most people rather like to take him on as an ordinary citizen after they get a little used

to it. The school master himself is getting tired of flocking by himself. The school master and the boy seem to be getting along better together also. One seems to be just as much an individual as the other. The boy's age, or want of age, of course, is against him but the remedy for this works fast and all the time. In any case thrashing is not a nice way to call attention to the difference in age though many are disposed to excuse the school master for being sore at being born too soon into a satisfactory world. On the whole things seem to be going better on account of everybody helping the work of the schoolmaster along.

It is important to get away to a good start. It seems to be really easy now to get good schools. If people are not prospering they think they are going to prosper. Conditions may be new but people in a new country are susceptible to good things. The good in an idea finds quick expression and institutions follow needs at a great pace. The birth of educational institutions in Edmonton, however, took place before it was encircled in the swirl of world movement by commerce, travel and the easy traffic in ideas. The system in origin is the result of the faith of a little band of men in the common school; added to this its present status is the result of the faith of a western civilization in the progress of ideas together with the constructive and organizing capacity which a rapid civilization develops.

The story of formal provision for the work of the schools in Edmonton dates from the year 1881. The missions had been doing a little work before this time but it was in this year that the school came into institutional life of a piece with the com-



EDMONTON HIGH SCHOOL

Souvenir of the Edmonton Schools

Page Five

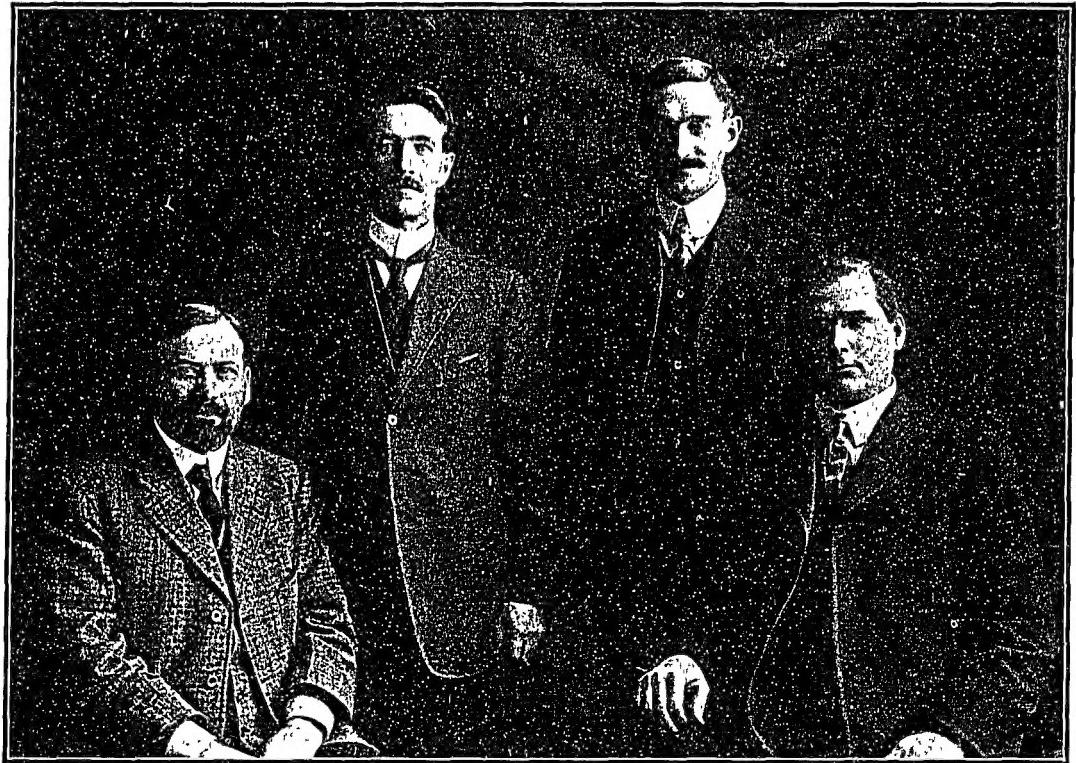
munity life and subject to community nurture and direction. At the beginning it was purely voluntary. It was not until 1885 that the organization of the Board was brought into relation with the school law of the Territories. A wholesome enthusiasm marked the first steps. At the first meeting in the fall of 1881 three trustees were chosen and the inauguration of school services was under their direction. The first trustees were Matthew McCauley, William Roland and Malcolm Groat. Mr. McCauley was chairman during the first three years as well as for the five years following legal organization. His personal enthusiasm seems to have counted for a great deal during a total of fifteen years of service on the Board.

A subsequent meeting in the same year was called to consider the building of a school. The three trustees and five others composed the meeting. The Hudson's Bay Company donated four lots where the McKay Avenue School now stands. It was decided to proceed with the building of a school if money could be secured and this was raised by private subscription. Oliver & McDonald secured the contract at a price of \$968.00. The following item appears in the Bulletin of December 10th: "The school house will be ready for occupation on Monday"—just one month after the citizens had decided to build.

The specifications of the first school are rather interesting. The school was to be twenty-four by thirty feet with a ten foot ceiling. The inside and outside walls were to be dressed, the outside walls battened and the walls were to be filled with saw dust well rammed down. The school was to have a chimney on and the doors and windows and frames were both to have two coats of paint. The room had to have a teacher's desk and twelve forms four feet long and twelve desks four feet long and a blackboard. Everything had to be completed by January first. There was no mention of excavation. The building had no cellar in it at all. There were no stone trimmings free

from flaws, veins, shakes, holes or other imperfections and no alternative prices for different materials. There was no molded and carved work on entrance porches to be fine tooled, no washes, reveals, jambs, sills, watertables, sills with arrises cut true and sharp and where coming against window or door frames to be backed to an even surface and true to line to permit of close and accurate setting of the frames. There were no steps and thresholds to have fine tooled risers or fine crenellated treads but it had to have a chimney, the forms were to be the same length as the desks and the sawdust had to be "well rammed down." It was the first lumber building in Edmonton. All the rest were log.

A subsequent meeting took up the matter of engaging a teacher. Trustee McCauley explained that the purpose of the meeting was to arrange about engaging a teacher. The three trustees, Rev. A. B. Baird and R. Hardisty were deputed to act. Donald Ross raised the question of how the teacher was to be paid and the chairman produced a guarantee list with the following heading: "We, the undersigned, do hereby agree to become liable to a majority of our number equally in the sum of \$500.00 to be paid to the teacher of a school at Edmonton for one year's services." R. Hardisty, J. Cameron, D. McLeod, J. A. McRae, R. Logan, J. A. McDougall, J. Morris, C. Stewart, K. McDonald, M. A. Groat. The question of securing a government grant was discussed. A proposal was also made to tax the pupils for the amount necessary if the grant should not be secured and subscriptions should fail. The proposal to tax the pupils, however, was turned down in favour of the principle of an absolutely free school. The subscription list was vigorously circulated which bound the subscribers to quarterly payments of certain annual subscriptions until the school was organized under the school law. This arrangement persisted for three years. In the early days there was a conflict



J. McCaig, *Superintendent*

D. J. Dunn, *Medical Inspector*

G. E. Turner, *Building Commissioner*

W. D. Bradey, *Sec.-Treas.*

EDMONTON SCHOOL BOARD OFFICIALS

between democratic and corporation interests and the issue of legal organization was fought in a rough and ready way at the school election previous to 1885.

In 1883 the member for Edmonton in the Territorial Legislature, Mr. Frank Oliver, had introduced into the house a school bill but it was tabled and a similar bill passed in the following year. In 1885 legal organization of the Edmonton School District was consummated. A new room was added to the school at this time and another in 1891. M. McCauley, W. S. Robertson and D. Ross were trustees and C. F. Strong secretary. Richard Secord was the first teacher under the new organization. The Edmonton School District is the oldest established Public School District in the Province.

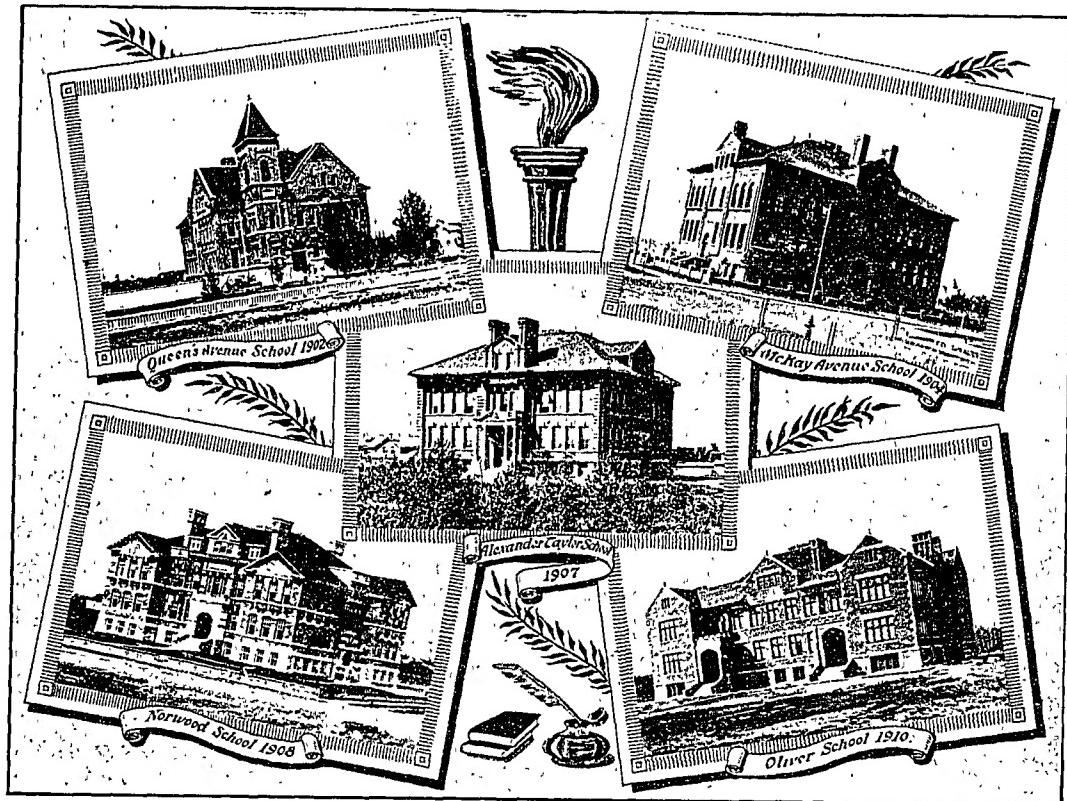
The first brick school was built in 1895, now the old High School on College Avenue. It contained four rooms and at the time was a good building. By some of the ratepayers the building of this school was opposed as they favored smaller isolated schools. It was not up long until more room was required by the growth of the village northwards. Rooms were rented on Fraser Avenue and finally in 1902 the Queens Avenue School containing ten rooms was built. On its completion the school on College Avenue was given over to High School purposes though High School work had been carried on previous to this. In 1905 the McKay Avenue School of eight rooms was built on the site of the first school building and all of its accommodation was immediately required for use. A school of similar size called after Alexander Taylor was built on Jasper extension in 1905 and the Norwood School of ten rooms in 1908. In 1909 the new High School was planned and a foundation built. In 1910 the Oliver School, called after the Minister of the Interior, was begun and both it and the High School have gone into use since the beginning of the present year. Owing to the large area of the city, school ser-

vices of a temporary sort have had to be provided in the outskirts of the city such as in the Fraser Flats on the east, Westmount in the west, Norwood Extension and Delton in the north, and Saskatchewan Avenue on the south. A twelve roomed school is now in course of construction on McCauley Street to provide for the temporary classes on Syndicate Avenue. There are at present twelve school centres in the city.

There is some reason to think that on the side of school accommodation the Board are meeting the needs of the community adequately and wisely. The considerations that it is desirable to meet are, in the first place, convenience, comfort and safety in school work, and in the second place permanency in the character of the building coupled with creditable appearance becoming to a public building. The recent buildings are all of first class character and all the buildings of a permanent sort have been constructed in relation to the best that has been done in their time. The Oliver School which is the most recent Public School contains twelve regular class rooms besides manual training room. It has an auditorium which will seat five hundred people, principal's office, teachers' retiring rooms and library. The basement contains two large shelter rooms running right across the building. It has gymnastic equipment. The building is on a concrete foundation.

It is Tudor-Gothic in style. It is of brick liberally dressed with tooled stone. The interior finishing is substantial and pleasing. Pupils may be dismissed from the auditorium or second flat without meeting pupils of the first flat. The staircases are of iron and cement and are shut off from the corridors by fire-proof screens. Outside fire-escapes are provided from each flat. It is provided with ventilating fan and temperature control is automatic.





EDMONTON PUBLIC SCHOOLS

Souvenir of the Edmonton Schools

Page Nine

The High School likewise furnishes as good conditions for the carrying on of secondary school work as can be found any place. The building is wholly modern in conception. All the services of the school are provided for on two flats. It is built of cut stone and pressed brick in modern collegiate Renaissance style. It contains twelve regular class rooms in addition to the natural science suite consisting of physical and chemical laboratories and science demonstration room together with dark room, preparation room, etc. Good provision has been made for domestic science teaching in kitchen, dining room, sewing room, etc. There is a fine library and good offices and waiting rooms. An auditorium which is entered from the first floor will seat six hundred people. A finely equipped gymnasium occupies a sub-basement. The ventilation is by an electric fan and temperature control is automatic. The plumbing is the best possible and includes provision for shower baths for both boys and girls. The site on which the building stands contains eight acres. The athletic ground will contain about five acres. The size of the site will permit of the erection of other buildings if the expansion of work demands it in the future.

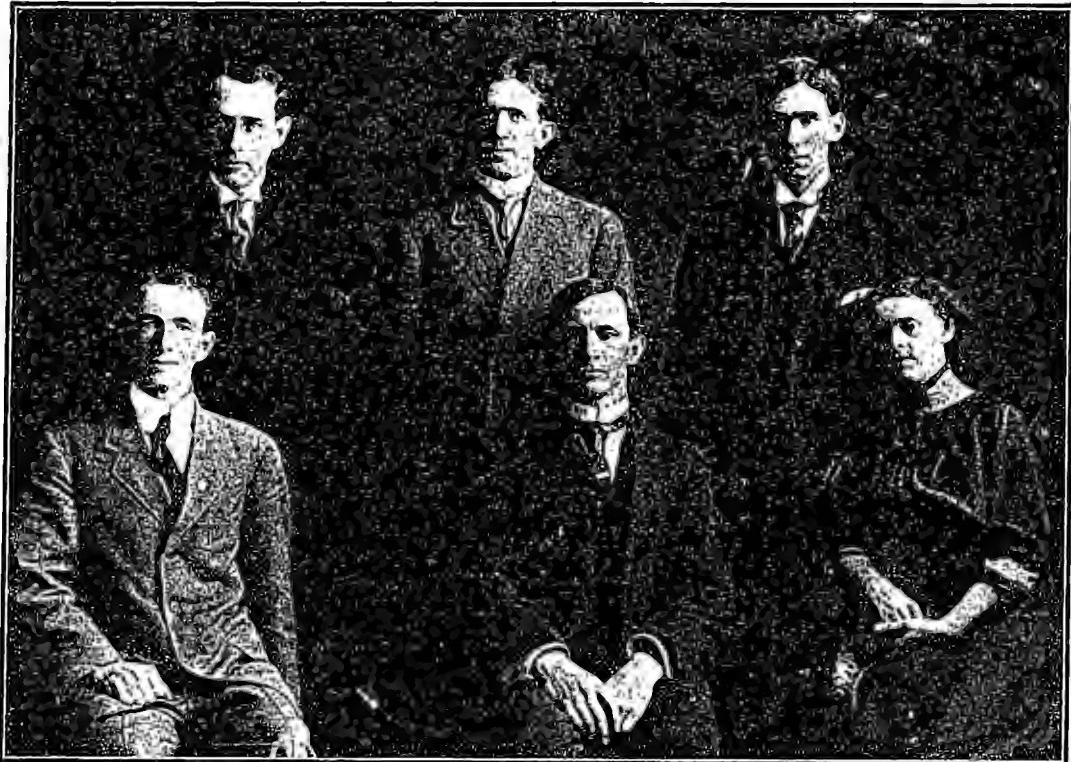
A general view of the school services of the city shows them to be wholly modern and complete. Though the accommodation for work is as good as it can be made the educational side has always been uppermost. It is recognized that in the public schools the best thing that can be done in the first place is to secure good results in what may be called the regular subjects such as reading, writing, calculation, history, geography, etc. It is likewise recognized that these subjects alone do not appeal to a sufficiently wide set of reactions and experiences to give a well balanced preparation for life and the Board have given right attention to expansions in work such as are generally considered suitable to city schools. The

other departments of work represented are music, manual training, domestic science, art and physical culture. These enable the child to get more out of life from the development of aesthetic taste as in the case of art and music and in the ease of manual training and domestic science we have a training in construction, judgment and resource which may have either a direct or indirect bearing on vocational efficiency. At present all the pupils of the public schools get training in these subjects and they will be extended to the High Schools immediately. Arrangements are already complete for the institution of domestic science in the High School and the Board have under consideration the expansion of High School services to include such training for boys as may develop their industrial aptitudes. It is desirable, however, that when this training is established it shall be in very close relation to industrial needs and activities. It is the intention of the Board to establish a two years' commercial course in the High School at once.

The matter of physical culture has been given first importance by the Board. It is felt that physical health is desirable in relation not only to the educational process but is desirable for its own sake on account of its bearing on happiness and social efficiency. The course takes account of every child in both the High and Public Schools and is carefully graded. The physical culture work is directed by C. K. Flint, who has succeeded in bringing this department to a high state of efficiency. The course includes class tactics, marching, elementary drill, fire drill, stationary apparatus work, track and field athletic sports, basketball, hockey and other league sports, squad drill, skirmishing, rifle drill and company drill.

The object of the work is to give right physical development and to correct phy-





J. M. Glendinning

R. H. Roberts

C. P. A. Reifer

P. S. Curr, *Principal*

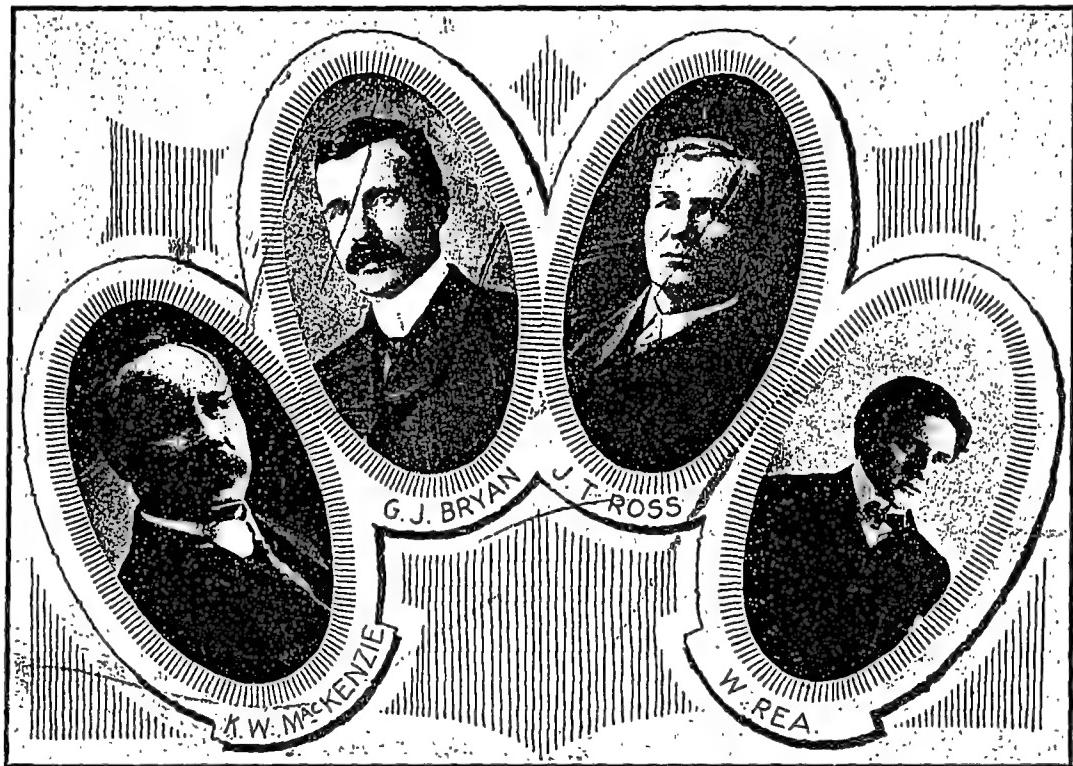
E. L. Fuller

Miss L. Galloway

EDMONTON HIGH SCHOOL STAFF



PAST CHAIRMEN OF THE SCHOOL BOARD



PAST PRINCIPALS OF THE HIGH SCHOOL

Souvenir of the Edmonton Schools

Page Thirteen

sical defects by attention to movement and to sitting and standing positions; to develop a capacity for corporate action by discipline and the practice of prompt obedience; to promote grace of movement; to give muscular development; to teach courtesy and afford relaxation from school routine.

The work among the school boys culminates in a good cadet organization. The training of the boys in this regard is physical rather than distinctly military. It is recognized that the best instrument for training in deportment as well as in courtesy and corporate action is cadet work. The last report of Lieutenant Colonel Cruickshanks, district officer commanding military district 13, is given below:

MR. J. McCAGI, M.A.,
Superintendent of City Schools,
Edmonton.

SIR,—It gives me great pleasure to express to you my great satisfaction at the excellent appearance and marked proficiency in drill and exercise performed.

The strength of the corps has increased from 96, organized in three companies at the last inspection, to 258, organized in nine companies. The authorized establishment in the militia list is only five companies and it is recommended that you make immediate application for an increase of the establishment to ten companies and submit recommendation for the appointment of officers to the additional companies.

Mr. Flint, the cadet instructor, deserves the highest commendation for his energy, tact and capacity for imparting instruction.



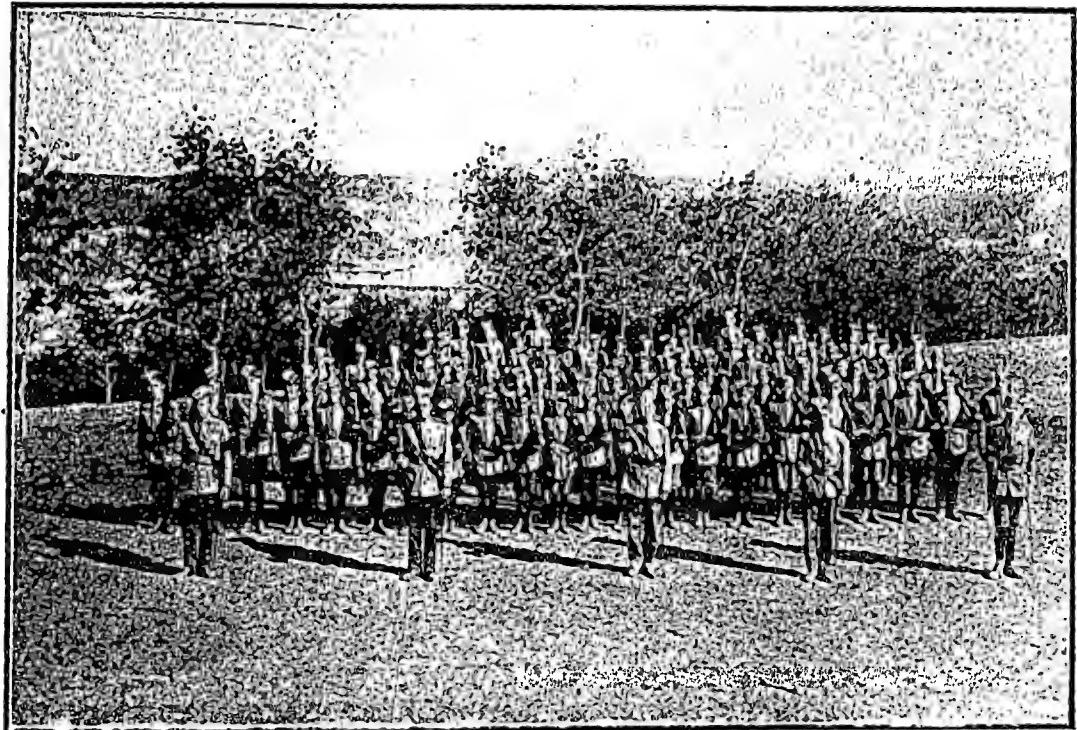
The officers generally showed much capacity and confidence in handling their companies and squads. Altogether the bearing and conduct of the cadets during inspection were admirable and reflected credit alike upon the city school authorities and the instructor.

(Signed) E. A. CRUICKSHANKS,
Lt. Col. Commanding Military District No. 13.

C. K. Flint has been in the employ of the Board during the past four years and has had an opportunity of making his work tell from the lowest to the highest grades. It is generally recognized that the work in physical training has had an important bearing on the discipline of the schools of Edmonton and has made the work of the teachers with regard to this matter comparatively easy. The physical culture work of the schools stands in a class by itself among the departments of work under supervisors on account of its broad incidence and fundamental general importance as well as from the perfection of its organization. The other departments are of equal promise but have not yet been so fully worked out. The supervisors at present in the employ of the Board are C. K. Flint, Physical Culture; A. H. Webb, Manual Training; W. Thompson, Art; E. Butterworth, Music; and Miss C. A. Bligh, Household Science.

The physical welfare of pupils is further provided for by a thorough system of medical inspection. This involves regular inspection of pupils twice each year and monthly visits besides for the inspection of new pupils. The inspector also examines all schools as to their sanitary condition. The inspector reports monthly to the board and issues notices to parents where treatment is required. The Board may give authority





EDMONTON PUBLIC SCHOOLS' CADET BATTALION

Souvenir of the Edmonton Schools

Page Fifteen

to care for pupils whose parents are unable to provide medical attention.

The administrative work of the Board is in the hands of three permanent officials, a Superintendent, a Building Commissioner and a Secretary-Treasurer who is also supply commissioner. Five years ago the Board had no permanent official or executive officer whose time was devoted wholly to the work of the schools. In July, 1906, the growth of the executive work of the Board and the need of organization of the educational work over a number of schools became so heavy that a Superintendent was appointed. His duties in the beginning were of a rather mixed character. In addition to the supervision of teaching work and the organization of classes, he was purchasing agent for the Board and superintended the fitting and repair of buildings. From this office there has since developed the office of supply commissioner attached to that of permanent secretary-treasurer and a qualified architect has been made building commissioner. These with some clerical help constitute the staff of the schools. Increased efficiency has resulted from the differentiation of duties. The Superintendent is J. McCaig, the Building Commissioner is G. E. Turner, and the Secretary-Treasurer is W. D. Bradley. There is some probability of the Board having to establish in the near future permanent quarters for the work of the schools. It will include necessary expansions to the present services. There will be a suitable board room, superintendent and supervisors' offices, teachers' reading room and professional library, medical inspector's room, building commissioner's office and draughting rooms, secretary's office and stores room and accommodation for clerical help.

The present members of the Board are P. E. Butchart, Chairman; W. Ramsay, W. H. Clark, A. T. Cushing and S. A. G. Barnes.

The various committees are constituted as follows:

Finance—Messrs. Cushing, Clark and Barnes.

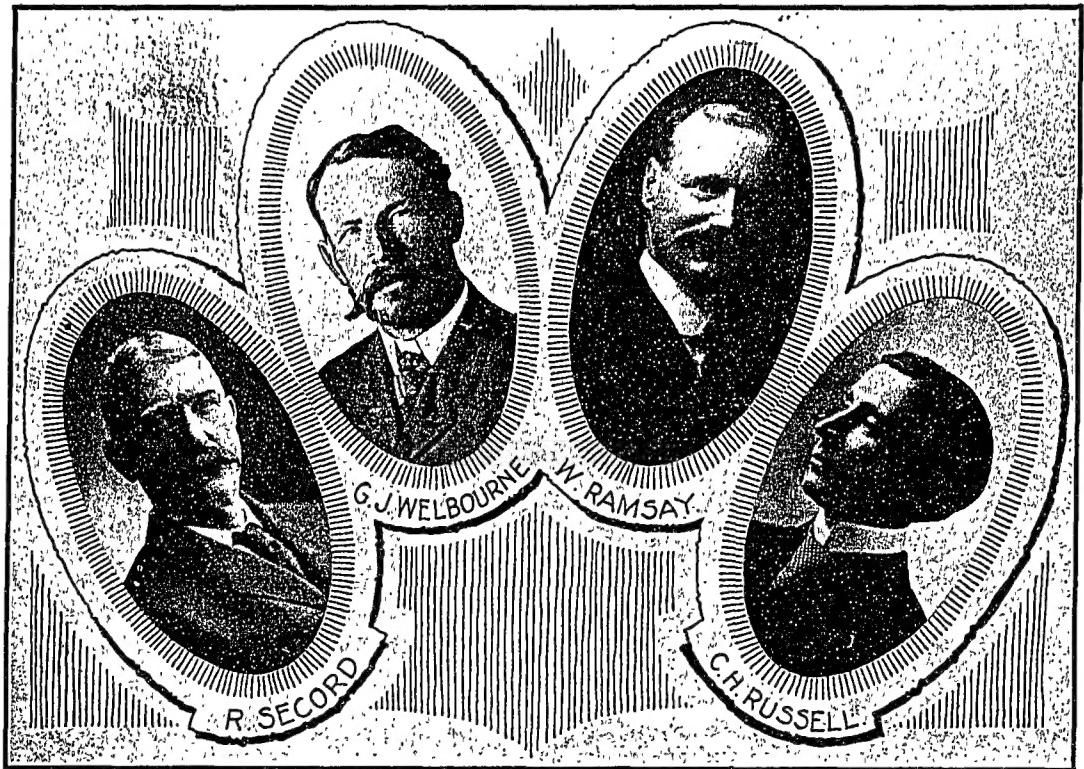
School Management—Messrs. Ramsay, Cushing and Barnes.

Building and Grounds—Messrs. Clark, Cushing and Ramsay.

Supply—Messrs. Barnes, Clark and Ramsay.

The first named in each committee is Chairman. The Chairman of the Board is *ex officio* a member of each committee.

There has always been an active sentiment in favor of placing good men on the School Board and the best of the citizens have served in School Board work. The first chairman, both under voluntary and legal provision for schools, was Matthew McCauley whose good judgment and vigorous executive work made him well qualified for the position. He served on the Board for fifteen years. Donald Ross was chairman during the year 1889 after five years' previous service as member. John Cameron presided for three years during 1890, 1891 and 1892 and was a member both before and after this time. John A. McDougall was chairman during 1893. John Cameron came back in 1894 and Matthew McCauley in 1895 and 1896. H. C. Taylor, now Judge Taylor, was chairman in 1897 and A. G. Randall in 1898. Alex. Taylor, Clerk of the Supreme Court, served as chairman for eleven years from 1898 to 1908. During his term Mr. Taylor's aptitude and fitting for school board work and his strong executive ability are responsible for the carrying on of the policy of providing the class of permanent school buildings that have had most to do with putting the system of Edmonton into the high credit it enjoys in Western Canada. Mr. P. E. Butchart, the present chairman, who entered office in January, 1910, is giving to the public in his School Board work the same consistent application that he has already displayed in relation to other public and educational interests.



PAST PUBLIC SCHOOL PRINCIPALS

Souvenir of the Edmonton Schools

Page Seventeen

Other citizens who have given their time to the work of the Board are Scott Robertson, James McDonald, Thomas Bellamy, Frank Oliver, James McBride, James Lauder, William Howie, Colin Strang, William Short, James Ross, Kenneth McLeod, Robert Lee, Walter Ramsay, A. B. Cushing, W. H. Clark, A. T. Cushing, Dr. W. D. Ferris, Rev. H. A. Gray, Alex. Butchart, S. A. Gordon Barnes, and Alex. May, all of whom are entitled to share in the thanks of the public for useful and enthusiastic service. St. Geo. Jellett was Secretary of the Board from 1893 to 1907.

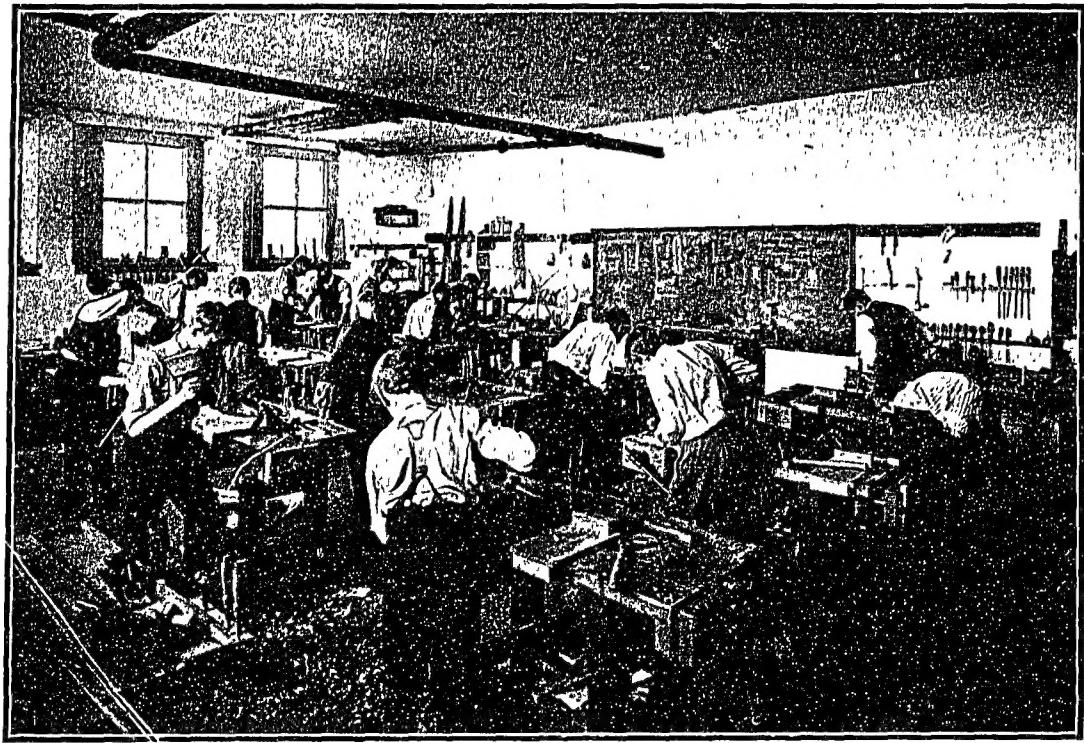
On the educational side the people of Edmonton have been fortunate in the selection of men and women. Not only has the choice of teacher's been a first concern but the development of the best that is in teachers has been a constant aim of the Board. The Edmonton system is in the enviable position of having educational work and organization probably second to none in Canada and it has contributed liberally by example and practice to the forwarding of the whole movement in favor of good educational work. Its teachers have always been leaders in the profession and the ultimate measure of educational work is the character and ability of the teaching body. The staff of the Edmonton schools has furnished a generous number to advanced educational and other positions within and outside of the province. Mr. K. W. MacKenzie who was principal of the High School from 1895 to 1898 subsequent to his leaving the profession, occupied the mayor's chair of the city. G. J. Bryan who was principal from 1898 to 1901 was appointed from Edmonton to a provincial inspectorship and was afterwards principal of the



Normal School. J. T. Ross went from Edmonton to the commissionership of Education in the Yukon and is now Chief Inspector of Schools for the Province. Mr. W. Rea who is now practising law, occupied a leading place among the educationists of the province during his eight years of service with the Board. Mr. J. A. Fife, formerly Science Master in the High School, is one of the most efficient of the provincial inspectors. J. W. Sifton, formerly of the High School staff, is Superintendent of Schools at Moose Jaw. Mr. Walter Scott and Mr. Charles Russell of the Public School staff both served in the same capacity, Mr. Russell subsequently becoming Vice-Principal of the Normal School. Mr. Walter Ramsay who was the first principal of the Queens Avenue School and who served the Board faithfully for seven years is the proprietor of the largest florist concern west of Toronto, but maintains his interest in education through his connection with the School Board. Mr. Richard Secord who was the first principal of the schools after legal organization in 1885 and for two years before, is one of Edmonton's most successful citizens and holds on to his school interest by helping along school sports and athletics. Mr. Geo. Welbourne, who was principal before Mr. Ramsay, is a large land owner and farmer west of Edmonton.

On both the administrative and professional sides educational work in Edmonton has been directed by the best minds of the city. Service on the School Board has been looked upon as the most important and most honorable type of public usefulness. The aim with respect to teachers has been to have good ones who could never be considered too good.

The *esprit de corps* of the teachers has been an outstanding if not exceptional mark of the teaching body of the city. The teachers are held together in common friendship and interest by a teachers' club for social and improving purposes of which



BENCH WORK IN McKAY AVENUE SCHOOLS

Souvenir of the Edmonton Schools

Page Nineteen

the Superintendent, Mr. McCaig, is president. Its meetings have done something toward bringing the teachers into relation with the Board and the general public. The status of the teaching body is high by reason of its own merit and by reason of the sympathy and co-operation of the best people of the city.

The future will bring its problems of both administrative and educational kind, but the same wholesome co-operation

will solve them that has solved them in the past. The vigorous impulses of the boy will be schooled into right action helped by growing intelligence; the light of kindly office and sympathy will warm the heart of the little girl and usher both into the world of social happiness and efficiency to their own and the world's good.

